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ABSTRACT

Brief annotations are presented for 72 entries on education in Wales and on teaching the Welsh language in Wales. Entries include books, government reports, and journal articles. Several citations compare bilingual teaching in Wales, Canada, the USSR, the United States, Scotland, Ireland, and the Province of Brittany in France. The collection includes a biographical entry on Welsh scholar William Rees (1887-1978). (Author/LB)

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Abstract of

Education in Wales and Welsh Language Teaching

by

Franklin Parker and Betty J. Parker

Annotations of about 25 words each of 72 entries: books, government reports, and journal articles on education in Wales and on teaching the Welsh language in Wales. Several entries compare bilingual teaching in Wales, Canada, the USSR, the United States, Scotland, Ireland, and Brittany in France. Includes a biographical entry on Welsh scholar William Rees (1887-1978). Annotated bibliography was adapted from Franklin Parker and Betty J. Parker, editors, Education in England and Wales, Past and Present: Annotated Bibliography. New York, NY 10016: Garland Publishing, 136 Madison Ave., 1991. In press.

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Education in Wales and Welsh Language Teaching*

By

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Agnew, John A. "Language Shift and the Politics of Language: The Case of the Celtic Languages of the British Isles." *Language Problems and Language Planning*, 5, 1 (1981), 1-10.
The need to study politics in relation to the status of a minority language is seen in Wales, where the long dominance of Welsh has made its use central to the ideology of the Welsh nationalist movement.

Baker, Colin, and Catherine Lloyd Griffith. "Provision of Materials and Tests for Welsh-Speaking Pupils with Learning Difficulties: A National Survey." *Educational Research*, 25, 1 (February 1983), 60-70.
Those teaching Welsh-speaking learning disabled pupils gave first priority to reading, used graded reading books, and preferred that language materials reflect reality.

Baker, Colin et al. "Prevalence of Behaviour Problems in Primary School Children in North Wales. Research Supplement 1." *British Journal of Special Education*, 12, 1 (March 26, 1985), 19-21.
Ability, school size, and class size--but not sex--were related to behavior problems in Gwynedd.

Beales, A.C.F. "Bilingualism in Wales." *British Journal of Educational Studies*, 2, 1 (November 1953), 86-87.
Need more research into Welsh bilingualism. The 1951 census identified a smaller percentage of Welsh speakers than in 1931. The Education Minister "accepted bilingualism as the basic aim of education."

Beaudoin, Michael et al. "Bilingual Education: A Comparison of Welsh and Canadian Experiences." *Canadian Modern Language Review*, 37, 3 (March 1981), 498-509.
Compares programs for teaching Welsh in Wales with programs for teaching French in Canada. Describes Welsh medium schools, Welsh as a second language, and the Schools Council Bilingual Project which used Welsh as the medium of instruction for part of the day.

"British Schools in South Wales: The Rev. William Roberts (Nefydd), South Wales Representative of the British and Foreign School Society, 1853-1863." *Cylchgrawn Llyfrgell Genedlaethol Cymru*, 18, 4 (1974), 383-96.

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*Adapted from Franklin Parker and Betty J. Parker, editors, Education in England and Wales, Past and Present: Annotated Bibliography. New York, NY 10016: Garland Publishing, 136 Madison Ave., 1991. In press.

In trying to establish British schools in Wales, Roberts faced denominational conflict, religious bodies' opposition to government aid, teacher shortages, and low attendance.

Central Advisory Council for Education, Wales. *Primary Education in Wales.* Gittens Report. London: HMSO, 1967.
The Welsh equivalent of the Plowden Report (1967) recommended replacing small rural schools with area schools, teaching Welsh to all, and training teachers to work with parents and to counsel students.

Chambers, Aidan. "Letter from England: Across the Border." *Horn Book Magazine*, 59, 4 (August 1983), 491-94.
About the role of the Welsh National Center for Children's Literature in saving the Welsh language.

Cohen, Gaynor. "The Politics of Bilingual Education." *Oxford Review of Education*, 10, 2 (1984), 225-41.
Experience in Wales shows that survival of bilingual education depends on local parents, teachers, and the education system rather than on public support.

Davies, Cennard. "Ysgolion Cymraeg." *Education 3-13*, 9, 1 (Spring 1981), 21-26.
These bilingual schools in Welsh anglicized areas began in 1939 and use Welsh as the language of instruction to age 7.

Davies, Wynford. "The Curriculum of the County Intermediate Schools: Some Antecedent Considerations." *Cylchgrawn Llyfrgell Genedlaethol Cymru*, 21, 1 (1979), 85-102.
The 1880 Aberdare Report and religious nonconformity, rather than social class, greatly influenced the intermediate schools. Their curricula, significantly different from grammar and independent school curricula, stressed practical subjects and nondenominational teaching but did not favor teaching Welsh or using it as the medium of instruction.

Davies, Wynford. "Narberth County Intermediate School: 1895-1924." *National Library of Wales Journal*, 23, 1 (1983), 75-85.
Founded after the 1889 Welsh Intermediate Education Act, the school had a broad curriculum and paid teachers well but did not teach or use Welsh and did not emphasize practical subjects, as intended.

Davies, Wynford. "The Welsh Department of the Board of Education and the Establishment of a Carmarthenshire Intermediate School." *Cylchgrawn Llyfrgell Genedlaethol Cymru*, 20, 2 (1977), 130-50.
Conflict among local interests, the local education authority (LEA), and the Board of Education Welsh Department over the cost of the school and its technical emphasis hindered the school's progress.

DES, Welsh Office. *The National Curriculum in Wales.* Cardiff: HMSO, 1987.
Policy for implementing the national curriculum includes specific provisions for the Welsh language and separate consultation machinery for Wales.

Dodson, C.J. "Bilingualism, Language Teaching and Learning." *British Journal of Language Teaching*, 21, 1 (Spring 1983), 3-8.
Compared bilingual education techniques used in Canada and Wales, especially applying first language learning techniques to second language learning.

Edwards, D. Gareth. "Welsh-Medium Education." *Journal of Multilingual and Multicultural Development*, 2, 3-4 (June 1983), 249-57.
The Welsh language media and Welsh language teaching at all levels help keep the language alive, as would establishing a Welsh-medium university.

Ellis, E.L. "Sir Hugh Owen (1804-1881): A Commemorative Note." *Bulletin of the Board of Celtic Studies*, 30, 3-4 (1983), 356-62.
Owens supported the growth of secondary education, the opening of the University College of Wales, and use of public funds for education. He challenged the dominance of the Anglican Church.

Evans, L.W. "Colliery Schools in South Wales in the Nineteenth Century." *Cylchgrawn Llyfrgell Genedlaethol Cymru*, 10, 2 (1957), 137-66.
Elementary schools begun by nineteenth century coal mine developers for South Wales miners' children were absorbed into the School Board system after the 1870 Education Act.

Evans, L.W. "Sir John and Lady Charlotte Guest's Educational Scheme at Dowlais in the Mid-Nineteenth Century." *National Library of Wales Journal*, 9, 3 (1956), 265-86.
Guest schools for children of Dowlais ironworks employees served all ages, 1844-92, in day and evening schools taught by pupil teachers and trained teachers.

Geen, A.G. "Educational Policy Making in Cardiff, 1944-1970." *Public Administration*, 59, 1 (Spring 1981), 85-104.
Characterizes 3 policymaking periods: 1944-57, with no partisan political struggles and when education officers dominated; 1957-66, when officers' influence declined as the Department of Education and Science (DES) grew stronger and the Labor Party pushed for comprehensive schools; and 1966-70, when Cardiff's Conservative Party-controlled LEA was compelled to comply with government's comprehensive policy.

Geen, A.G. "Resistance to Change: Attempts to Reorganise Cardiff's Elementary Schools, 1918-1951." *Journal of Educational Administration and History*, 18, 1 (1986), 62-74.
Examines factors which hindered Cardiff's attempts to open central or secondary modern schools.

Hargest, Leighton. "The Welsh Educational Alliance and the 1870 Elementary Education Act." *Welsh H storical Review*, 10, 2 (1980), 172-206.
Nonconformists tried unsuccessfully to have the 1870 Education Act assign religious education to Sunday schools and make state-aided schools secular. Most Welsh school boards adopted fully secular policies.

HMI (Wales). *Assessment and Monitoring of Progress in Secondary Schools*. Education Issues 6. London: HMSO, 1983.

Discussion paper on assessment practices used in schools as a tool to improve learning. One trend is the declining use of grades and rising use of profiles on pupil performance.

HMI (Wales). *Curriculum and Organisation of Primary Schools in Wales.* Education Issues 7. London: HMSO, 1984.
A general look at life and work in elementary schools, external influences, social and individual needs, and ways faculty and curriculum can assure pupil development while serving society's long-range goals.

HMI (Wales). *Geography in the Secondary Schools of Wales.* Education Survey 14. London: HMSO, 1985.
Secondary school-level geography is influenced by external exam requirements, new materials, and learning strategies. Most schools need to vary teaching methods and learning experiences, especially to give pupils a more active role.

HMI (Wales). *Youth Service Provision in Wales.* 2 vols. Education Survey 13. London: HMSO, 1984.
Volume I traces government efforts since 1939 to provide recreational and social services for youth; appraises LEA services and their relations with other youth service agencies. Volume II, Appendix, has 50 tables about LEA and other youth services.

Heusaff, Alan. "On the Life of the Celtic Ethnic Groups." *Europa Ethnica*, 29, 2 (1972), 55-59.
Despite efforts to save the Celtic languages, most young people are assimilating the majority culture, including the language.

Johnson, Pat, and Howard Giles. "Values, Language and Intercultural Differentiation: the Welsh-English Context." *Journal of Multilingual and Multicultural Development*, 3, 2 (1982), 103-16.
Adolescent values of 3 language groups (bilingual, English-only-speaking Welsh, and English-only-speaking English) differed little. But bilingual Welsh adolescents imagined that their own values differed significantly from those of English adolescents.

Jones, E. "New Horizon in Wales." *Technical Journal*, 4, 5 (1966), 13-15.
Considers ways to organize industrial training in view of changing industrial manpower needs. Discusses the relationship of the Central Training Council to existing industrial training, labor unions, employers' organizations, and youth employment offices.

Jones, R.B. "Language and Society in Wales." *Comparative Education*, 4, 2 (June 1968), 205-11.
Increasing importance of the Welsh language in education and Welsh culture may mean that Wales is becoming bilingual.

Jones, William R. *Bilingualism in Welsh Education.* Cardiff: University of Wales Press, 1966.
Relationship of bilingualism to academic achievement, socio-economic status, and second language teaching and learning.

Jones, William R. "The Influence of Reading Ability in English on the Intelligence Test Scores of Welsh Speaking Children." *British Journal of Educational Psychology*, 23 (1953), 114-20.
Bilingual and monoglot pupils scored equally well on nonverbal intelligence tests. But bilingual pupils' lower scores on verbal tests showed that they lacked English proficiency.

Khleif, Bud B. "Cultural Regeneration and the School: An Anthropological Study of Welsh-Medium Schools in Wales." *International Review of Education*, 22, 2 (1976), 177-92.
Growth of Welsh-medium schools, their role in building Welsh identity, and the relationship between education and rising elites.

Lewis, E. Glyn. "Attitude to Language among Bilingual Children and Adults in Wales." *International Journal of the Sociology of Language*, 4 (1975), 103-25.
Attitudes were extreme toward acceptance or rejection of the Welsh language. Acceptance of Welsh correlated directly to length of residence in Wales. Acceptance of English, greatest among males, increased with age. Fragmented community relationships, rapid urbanization, and the historic struggle between England and Wales aggravated Welsh-English language problems.

Lewis, E. Glyn. "Attitude to the Planned Development of Welsh." *International Journal of the Sociology of Language*, 66 (1987), 11-26.
Traces the history of planning Welsh orthography, lexicography, and oral standards; ways to assure its place in daily life; and its status in the media, the workplace, and cultural activities.

Lewis, E. Glyn. *Bilingualism and Bilingual Education: A Comparative Study*. Albuquerque: University of New Mexico Press, 1980.
Compares bilingual education in the USSR, U.S., and Celtic countries: Wales, Ireland, Scotland, and Brittany in France. Appendix outlines bilingual education in Welsh elementary schools.

Lewis, E. Glyn. "The Dynamics of Societal Bilingualism-Bilingual Education in Wales and the USSR." Paper presented at the World Congress of the International Sociological Association, Toronto, August 1974; abstract in *Sociological Abstracts*, XXII, Supplement 47-1 (1974), 337, entry S02415.
Compares bilingualism in Wales and parts of the USSR, its relationship to social change and modernization, the potential for conflict, and the role of education.

Llewellyn, Richard. *How Green was My Valley*. London: Michael Joseph, 1949, 23-25.
Novel describes Welsh boy's (Huw) experiences and thoughts while attending a dame school.

Lowden, Gordon. "The Units' Approach to Integration." *British Journal of Special Education*, 12, 1 (March 1985), 10-12.
Few schools were planning to mainstream (integrate) pupils who had learning problems; teachers preferred not to teach them; but nondisabled pupils, their teachers, and parents were not hostile to slow learners.

MacLean, George Edwin. *Studies in Higher Education in Ireland and Wales; With Suggestions for Universities and Colleges in the United States*. U.S. Bureau of Education Bulletin No. 15. Washington, DC: Government Printing Office, 1917. Has history of the University of Wales to 1913 (see chapters 4, 8, 9, and 10).

Madgwick, P.J. "The Welsh Joint Education Committee: A Political Analysis." *Journal of Educational Administration and History*, 3, 1 (1970), 38-49.
Examines relationship between DES and the Welsh Joint Education Committee (WJEC, founded 1948), regarding denominational schools, funding, teacher education and supply, and technical education. WJEC is an advisory coordinating body, spokesman, and examining board which avoids politics, but in alliance with others it acts as a pressure group.

Ogwen, Elen. "Learning to Read in a Bilingual Situation in Wales." *Journal of Multilingual and Multicultural Development*, 1, 4 (1980), 313-20.
About teaching reading in Welsh, when Welsh is the mother tongue of some and a second language for others.

Phillips, Merfyn. "Welsh." *Europa Ethnica*, 43, 2 (1986), 68-71.
The proportion of Welsh speakers in Wales dropped from 50 percent (1901) to 20 percent (1981). To reverse the decline, proposes way to create a Welsh-only economy and revitalize the language.

Pierce, Gwynedd O. "William Rees (1887-1978)." *Welsh Historical Review*, 9, 4 (1979), 486-92.
Life and influence of a University College, Cardiff, specialist in Welsh social and economic history who showed how land tenure and other factors changed the structure of late medieval and early modern Wales.

Pill, Roisin. "Social Implications of a Bilingual Policy with Particular Reference to Wales." *British Journal of Sociology*, 25, 1 (March 1974), 94-107.
Implementation of bilingual education is left to LEA discretion. Support for Welsh-medium schools comes mainly from those who stress a link with the Welsh heritage and from middle class and professional parents. Bilingual skills are important in working with a Welsh-speaking clientele.

Price, Eurwen. "Monitoring Attainment in the Welsh Language in Schools." *Journal of Multilingual and Multicultural Development*, 1, 1 (1980), 41-47.
Describes development of standardized tests to measure language skills of pupils for whom Welsh is a first language and a second language.

Pryce, W.T.R. "Welsh and English in Wales, 1750-1971: A Spatial Analysis Based on the Linguistic Affiliation of Parochial Communities." *Bulletin of the Board of Celtic Studies*, 28, 1 (1978), 1-36.
Traces the spread of English by industrialization and state education.

Randall, Peter J. "The Origins and Establishment of the Welsh Department of Education." *Welsh Historical Review*, 7, 4 (1975), 450-71.
Parliament in 1907 created the separate Welsh Department, which, though not totally independent, was a step toward creation of a secretary of state for Wales (1964) and decentralization of education.

Randall, Peter J. "Wales in the Structure of Central Government." *Public Administration*, 50, 3 (1972), 353-72.
In response to growth of Welsh national consciousness since the late nineteenth century and to uniquely Welsh educational, health, and agricultural problems, Parliament in 1964 created the Welsh Office and the post of secretary of state for Wales, whose role in regional government and the policymaking process is explained.

Rawkins, Phillip M. "The Politics of Benign Neglect: Education, Public Policy, and the Mediation of Linguistic Conflict in Wales." *International Journal of The Sociology of Language*, 66 (1987), 27-48.
Examines in historic and administrative context the conflicts over language use in education in 2 nearby Welsh regions. Education decisions by policymakers in London do not meet specific requirements of Wales.

Rees, Alwyn D. *Life in a Welsh Countryside; A Social Study of Llanfihangel yng Ngwynfa*. Cardiff: University of Wales Press, 1950.
Describes economics and culture in a rural Welsh-speaking Montgomeryshire parish. Includes family life, youth activities, religion and denominationalism, leisure activities, and social status.

Richards, Gwynfryn. "James Henry Cotton, Dean of Bangor, 1838-1868." *Cylchgrawn Llyfrgell Genedlaethol Cymru*, 19, 2 (1975), 147-80.
Cotton (1780-1862) supported education, the Welsh language, and the Poor Law; he sought improvements for Bangor Cathedral and aided many other humanitarian projects.

Roberts, W. Rhys, ed. *British Universities: Notes and Summaries Contributed to the Welsh University Discussion by Members of the Senate of the University College of North Wales*. Manchester: J.E. Cornish, 1892.

Schools Council Welsh Committee. *Educational Research in Wales*. London: HMSO, 1968.
Research is mainly concerned with bilingualism, its effect on general academic achievement, the Welsh language, consistent Welsh grammar, Welsh as medium of instruction, Welsh periodicals, and the contrast between literary and spoken Welsh.

Sharp, Derrick. "Language and Curriculum Development: A Necessary Compromise." *First Language*, 1, 1 (1980), 33-45.
Teachers (250) in Wales identified the influence of Welsh language on English spelling and sentence structure. Their greatest problem: maintaining pupils' oral language standards.

Sharp, Derrick. *Language in Bilingual Communities*. London: Edward Arnold, 1973.
Several issues are: linguistic options that face each individual, goals and techniques in first and second language learning and teaching, and social status of dominant and minority languages.

Sharp, Derrick et al. *Attitudes to Welsh and English in the Schools of Wales*. Schools Council Research Studies. Basingstoke: Macmillan Education, 1973.

Found that linguistic background (English/Welsh) was the most important determinant of attitude toward English and Welsh languages and that English proficiency was similar in Welsh and non-Welsh areas. Other findings are on the extent of Welsh-medium instruction and on teaching methods for Welsh as a first and second language.

Simon, A., and L.O. Ward. "Age, Sex, Intelligence and Religious Beliefs in 11- to 15-year-old Pupils." *Irish Journal of Education*, 9, 1-2 (Summer-Winter 1975), 108-14.

At a Welsh Roman Catholic comprehensive school, religious uncertainty increased with age, older and more intelligent girls remained firm in their beliefs, and intelligence influenced some beliefs more than others.

Thomas, Alan R. "A Spoken Standard for Welsh: Description and Pedagogy " *International Journal of the Sociology of Language*, 66 (1987), 99-113.

Historically no single standard for spoken Welsh existed. The major contemporary model was derived from 1960s-70s language planning. The expanding Welsh media are also influencing spoken Welsh.

Thomas, Ceinwen H. "Registers in Welsh." *International Journal of the Sociology of Language*, 35 (1982), 87-115.

Describes the increasing cultural and governmental use of the Welsh language and its legal, conversational, scientific, and literary purposes.

Thomas, Colin J., and Colin H. Williams. "Language and Nationalism in Wales: A Case Study." *Ethnic and Racial Studies*, 1, 2 (1978), 235-58.

Use of spoken Welsh declined, 1961-79, despite its increased use in Welsh-speaking schools.

Thomas, J.B. "The Origins of Teacher Training at University College, Cardiff." *Journal of Educational Administration and History*, 16, 1 (1984), 10-16.

Describes students and faculty of the day training college founded in 1891 and its eventual development into the Department of Education, University College, Cardiff.

Trosset, Carol S. "The Social Identity of Welsh Learners." *Language in Society*, 15, 2 (June 1986), 165-91.

How English speakers who studied spoken Welsh were affected by the association of the language with Welsh cultural identity and how their own ethnic identity affected the learning process.

Wijnstra, Johan M. "Attainment in English in the Schools of Wales." *International Review of Applied Psychology*, 29, 1-2 (January 1980), 61-74.

Academic achievement in the English language was only slightly affected by the pupils' home language and language of instruction.

Williams, Colin H. "Ecological and Behavioural Approaches to Language Change in Wales." Paper presented at the World Congress of the International Sociological Association, Uppsala, Sweden, August 1978; abstract in *Sociological Abstracts*, Supplement 82-1 (August 1978), 249, entry 78 SO8787.

Interethnic polarization in Wales is declining. In areas using both Welsh and English, attitudes are conducive to the supremacy of English. If the Welsh language is to survive, it must be used in government.

Williams, Colin H. "The Territorial Dimension in Language Planning: An Evaluation of its Potential in Contemporary Wales." *Language Problems and Language Planning*, 5, 1 (Spring 1981), 57-73.
With fewer and smaller areas using the Welsh language, considers the relationship between language planning and language rights. Cites experiences of Finland and Canada with bilingual districts. Discusses pros and cons of adopting bilingual districts in Wales.

Williams, Colin H. "Wisdom, Survival, and the Turning Screw: Welsh Culture in the Eighties." *Journal of General Education*, 34, 4 (1983), 319-29.
Ironically, the 1980s revival of Welsh culture and teaching Welsh language in schools coincided with socioeconomic pressures to abandon the Welsh language and culture.

Williams, Glanmor. "Language, Literacy and Nationality in Wales." *History*, 56, 186 (1971), 1-16.
Historic use in religion and newspapers kept the Welsh language alive. But massive nineteenth century English immigration, aided by the railroad, made Wales bilingual.

Williams, Glyn. "Policy as Containment within Democracy: The Welsh Language Act." *International Journal of the Sociology of Language*, 66 (1987), 49-59.
Despite belief that the Welsh Language Act (1967) would help preserve and spread Welsh, the accompanying power struggles have displeased the Welsh people.

Williams, Glyn, and Catrin Roberts. "Language and Social Structure in Welsh Education." *World Yearbook of Education 1981: Education of Minorities*. Edited by Jacquetta Megarry et al. New York: Nichols Publishing Co., 1981, pp. 147-63.
In 1947, the first state-controlled Welsh-medium elementary school opened. Since then, teaching in Welsh has spread into secondary schools and higher education. Class fragmentation has heightened conflict over bilingual education.

Williams, Jac L. "Sociology and Education in Contemporary Wales." *Educational Research in Wales*. Edited by the Schools Council Welsh Committee. London: HMSO, 1968, pp. 35-65.
Sociology research, new to Wales, might focus on the peer group, nursery education, influence of home background, teacher-pupil relationships, and bilingualism.

Williams, Jac L. "Some Social Consequences of Grammar School Education in a Rural Area in Wales." *British Journal of Sociology*, 10, 2 (1959), 125-28.
Migration statistics showed that obtaining grammar school education encouraged talented potential leaders to leave their Welsh-speaking rural area.